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Mark Scheme

Additional Sample Assessment Materials

Pearson BTEC Tech Award

In Sport (BSP03)

Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

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Additional SAM
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Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity

General marking guidance

• All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
• Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do rather than be penalised for omissions.
• Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
• All marks on the mark grid should be used appropriately.
• All the marks on the mark grid are designed to be awarded. Examiners should always
award full marks if deserved. Examiners should also be prepared to award zero marks if the learner's response is not rewardable according to the mark grid.
• Where judgement is required, a mark grid will provide the principles by which marks will be awarded.
• When examiners are in doubt regarding the application of the mark grid to a learner's
response, a senior examiner should be consulted.

Points-Based Mark Scheme Guidance

Points-based mark schemes are made up of:
1. Mark scheme rubric:
A mark scheme rubric instructs an examiner as to how each mark is awarded.
2. Example responses:
These demonstrate the type of acceptable responses that a learner might provide and where each mark is awarded.
3. Additional marking guidance:
This informs examiners about any parameters which should be applied, for example 'accept any other appropriate/alternative responses'.

Applying the points-based mark scheme guidance

Examiners should follow the mark scheme rubric and use the example responses as
a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response. Should learners provide answers that meet the rubric but in an alternative order, credit should be given.

Levels-Based Mark Scheme Guidance

Levels-based mark schemes (LBMS) have been designed to assess learners' work holistically. They consist of two parts:
1. Indicative content:
Indicative content reflects content-related points that a learner might make but is not an exhaustive list. Nor is it a model answer. Learners may make some or none

of the points included in the indicative content as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any appropriate response.
2. Levels-based descriptors:
Each level is made up of a number of traits which when combined together articulate the quality of response that a learner needs to demonstrate. The traits progress across the levels to demonstrate the different expectations of each level. When using a levels-based mark scheme, the 'best fit' approach should be used.

Applying the levels-based descriptors
Examiners should take a 'best fit' approach to determining the mark.
• Examiners should first make a holistic judgement on which level most closely matches the learner's response. Learners will be placed in the level that best describes their answer. Answers can display characteristics from more than one level, and where this happens markers must use any additional guidance (for example weighting of traits) and their professional judgement to decide which level is most appropriate.
• The mark awarded within the level will be decided based on the quality of the answer and will be modified according to how securely all traits are displayed at that level:
o marks will be awarded at the top of that level if the learner has evidenced each of the descriptor traits securely.
o where the response does not securely meet all traits, the marks should be awarded

based on how closely the descriptor has been met.

Question number	Answer	Mark
1(a)	Award **1** mark for: • B - Sit and Reach (1)	**(1)**

Question number	Answer	Mark
1(b)	Award **1** mark for: • balance (1)	**(1)**

Question number	Answer	Mark
1(c)	Award **1** mark for: • A frequency (1)	**(1)**

Question number	Answer	Mark
1 (di) & 1 (dii)	Award **1** mark for naming each method of training and **1** mark for describing each method, up to a maximum of 2 marks per method of training. Flexibility • Static stretching (1) holding a position/stretch/stretching whilst staying in the same position (1) • Static active stretching (1) using own muscles to hold the stretch (1) • Static passive stretching (1) using someone else/equipment to hold the stretch (1) • Dynamic/Ballistic stretching (1) stretching whilst moving/bouncing (1) • PNF stretching (1) using a partner/immovable object (1) Accept any other appropriate answer.	**(4)**

Question number	Answer	Mark
1 (e)	Award **1** mark for giving a correct method to measure intensity • Heart rate (HR) (1) • The Borg (6-20) Rating of Perceived Exertion (RPE) Scale (1) • RPE x 10 = HR (bpm) (1) Accept any other appropriate answer.	**(1)**

Question number	Answer	Mark
1 (f)	Award **1** mark for identifying a correct component (1) and **1** mark for a reason it is included (1). • Pulse raiser (1) to increase the heart rate/breathing rate/body temperature (1) • Mobility (1) to increase range of movement at a joint (1) • Stretching (1) to increase range of movement at a joint/reduce the risk of injury (1) • Sport specific activity (1) replicate movements/increase enjoyment/engagement (1) Accept any other appropriate answer.	**(2)**

Question number	Answer	Mark
2 (a)	Award **1** mark for each correctly matched line, up to a maximum of **2** marks A Multi-stage fitness test (1) B Illinois agility run test (1)	**(2)**

Question number	Answer	Mark
2(b)	Award **1** mark for identifying a correct reason (1) and **1** mark for linked expansion (1). • Check timing of beeps at start of test/ to produce reliable/accurate results (1) to produce the same result each time for the same performance (1) Accept any other appropriate answer.	**(2)**

Question number	Answer	Mark
2 (c)	Award **1** mark for each of the following linked points, up to a maximum of **three** marks. • He would take 70/80% of his maximum heart rate (1) • Maximum heart rate = 220 – age/220 - 24 (1) • Bilal's MHR is 196 bpm (1) • 70% of MHR = 137 / 75% of MHR = 147 / 80% of MHR =157 (1)	**(3)**

Question number	Answer	Mark
2 (d)	Award **1** mark for: • Continuous training (1) • Fartlek training (1) • Interval training (1) • Decrease the rest periods and decrease work intensity (1) • Circuit training (1) Accept any other appropriate answer.	**(1)**

Question number	Answer	Mark
2 (ei) & 2 (eii)	Award **1** mark for naming each type of motivation up to a maximum of 2 marks per type. Award **1** mark for describing each type, up to a maximum of **2** marks per type. • Intrinsic (1) self motivation/for self/internal factors (1) • Extrinsic (1) external factors/reward (1) Accept any other appropriate answer.	**(4)**

Question number	Answer	Mark
3(a)	Award **1** mark for: • D The ability to use two or more body parts at the same time (1)	**(1)**

Question number	Answer	Mark
3 (b)	Award **1** mark for identifying a correct reason (1) and **1** mark for linked expansion (1). • To identify base level of fitness (1) to compare future results to/monitor improvements (1) • To identify strengths and/or weaknesses (1) to set clear goals to work towards (1) Accept any other appropriate response.	**(2)**

Question number	Answer	Mark
3(c)	Award **1** mark for: • Average (1)	**(1)**

Question number	Answer	Mark
3 (d)	Award **1** mark for identifying a correct reason (1) and **1** mark for linked expansion (1). • Short distance (1) little time to recover from a slow start/limiting chances to catch up (1) • Respond quicker off the blocks (1) to get a good start/get ahead of other competitors (1)	**(2)**

Question number	Answer	Mark
3 (e)	Award **2** marks for each type of goal, up to a maximum of **2** marks. Award **2** marks for each linked explanation, up to a maximum of 2 marks. • Short-term goal (1) set over a short period/one day – one month (1) • Long-term goal (1) what is wanted to be achieved in the future/long term (1) Accept any other appropriate answer.	**(4)**

Question number	Answer	Mark
3 (f)	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. **Assessment may consider:** Specific • Individual to the performer/state exactly what is wanted to be achieved • To increase Samantha's speed over 100m Measurable • What measure is used to monitor progress • To reduce time/mins/seconds Recorded • Write down progress • Samantha will keep a diary of her results Accept any other appropriate answer.	**(6)**

Level	Mark	Descriptor
	0	No rewardable content
1	1-2	• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited assessment which contains generic assertions rather than considering the factors or

		events and their relative importance, leading to judgements which are superficial or unsupported.
2	3-4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear. • Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to partially supported judgements
3	5-6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to supported judgements

Question number	Answer	Mark
4 (a)	Award **1** mark for: • Vertical jump test (1) • Standing long/broad jump (1) • Margaria-Kalamen power test (1)	**(1)**

Question number	Answer	Mark
4 (bi)	Award **1** mark for the fastest speed: • Sadaf (1) Award **1** mark for the slowest speed: • Monica (1)	**(2)**

Question number	Answer	Mark
4(bii)	Award **2** marks for: • Acceleration sprints (1) • Interval training (1) • Resistance drills (1) Accept any other appropriate answer.	**(2)**

Question number	Answer	Mark
4 (c)	Award **1** mark for each identification, up to a maximum of **2** marks. Award **1** mark for each linked explanation, up to a maximum of **2** marks. Advantages • Standard of facilities/equipment (1) the access to support Kai's training would be more varied (1) • Availability of classes (1) will have more choice of what can attend due to personal circumstances (1) Disadvantages	**(4)**

	• Cost/expensive (1) may not be able to sustain membership (1) • Location of the gym/transport (1) may be too far away from home location (1) Accept any other appropriate response.	

Question number	Answer	Mark
4 (d)	Award **1** mark for description: Personal details (1) / information about the testing/training (1)/dates and signatures (1) Accept any other appropriate answer.	**(1)**

Question number	Answer	Mark
4 (e)	Award **1** mark for each point describing each principle of training, up to a maximum of **2** marks. Award 1 mark for linked expansion of each principle of training up to a maximum of 2 marks. Variation • Altering the types of training methods (1) to avoid boredom/maintain motivation (1) Rest and Recovery • To allow the body to recover/adapt (1) so that training participation continues (1) Accept any other appropriate answer.	**(4)**

Question number	Answer	Mark
4 (f)	Award **1** mark for identifying a correct reason (1). Award **1** mark for linked expansion (1). • Increases efficiency of getting rid of waste products (1) allows you to run at maximal speed for longer/recover better (1)	**(2)**

Question number	Answer	Mark
5	Responses will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Responses may cover some or all indicative content, but learners should be rewarded for other relevant responses. **Evaluation may consider:** Plyometrics • is an appropriate method of training as it improves power which is required for the triple jump • this will improve Jodie's jump by using bounding and jumping movements • by increasing muscle hypertrophy Acceleration sprints	**(6)**

	• is an appropriate method of training as it improves speed which is required for the triple jump • will increase the speed by working on acceleration in which Jodie can run up for her jump • by improving the muscular system/tolerance to lactic acid Free weights • is an appropriate method of training as it improves muscular strength which is required for the triple jump • this method will work on Jodie's strength to be able to push of the ground/withstand landing • by improving the muscular system/muscular hypertrophy	

Level	Mark	Descriptor
	0	No rewardable content
1	1-2	• Demonstrates isolated knowledge and understanding, there will be major gaps or omissions. • Few of the points made will be relevant to the context in the question. • Limited assessment which contains generic assertions rather than considering the factors or events and their relative importance, leading to judgements which are superficial or unsupported.
2	3-4	• Demonstrates some accurate knowledge and understanding, with only minor gaps or omissions. • Some of the points made will be relevant to the context in the question, but the link will not always be clear.

		• Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to partially supported judgements
3	5-6	• Demonstrates mostly accurate and thorough/detailed knowledge and understanding. • Most of the points made will be relevant to the context in the question, and there will be clear links. • Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to supported judgements

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